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ABSTRACT

The extent to which women's studies has been involved in faculty development activities was examined. Among the sources used in the analysis were the faculty development literature published since 1975, information from women's studies programs in the United States, and "Seven Years Later: Women's Studies Programs in 1976," by Florence Howe. It was found that women's studies programs have been involved in faculty development. In addition to formal faculty development activities, these programs have organized workshops and conferences on a variety of topics, developed innovative instructional techniques, produced instructional aids to provide a women's perspective in the curricula, engaged in a variety of research activities, organized consortia among colleges, and evolved new patterns of faculty governance. It is recommended that research be conducted on the involvement of women's studies programs in faculty development activities. The importance of considering the needs of minority group members and women in faculty development programs and the importance of research on adult life changes are noted. A bibliography and information on faculty development activities by institution are included. (SW)

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WOMEN'S STUDIES AS A CATALYST FOR FACULTY DEVELOPMENT

Elizabeth Ness Nelson
Kathryn H. Brooks
California State University, Fresno

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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U.S. Department of Health, Education, and Welfare
Patricia Roberts Harris, Secretary

National Institute of Education
P. Michael Timpane, Acting Director
Program on Teaching and Learning
Lois-ellin Datta, Associate Director

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PREFACE

This monograph is part of a series of eight, commissioned by the National Institute of Education (NIE), following recommendations presented in Seven Years Later: Women's Studies Programs in 1976 by Florence Howe.

Seven Years Later was commissioned and published by the National Advisory Council on Women's Educational Programs. It was the first federally financed investigation of women's studies. Howe visited and reported on 15 mature women's studies programs, in the context of national trends and directions within women's studies. She focused on some areas (funding and faculty, for example, in 4-year colleges and universities) and excluded others (community colleges, for example) entirely.

The eight new monographs take up some of the questions Howe explored; they also initiate explorations of untouched areas. All are concerned primarily with higher education.

Each monograph reviews literature relevant to its focus produced during this first decade of women's studies. Each also attempts to provide definition to a field in the process of development, a complex interdisciplinary area of scholarship and curriculum that is also a strategy for educational change. Beyond definition, each monograph recommends research essential for the future development of women's studies and important to educational research more broadly.

While producing these eight monographs, the researchers met for 2 days to compare perspectives and conclusions. As a group, we agreed to offer four formal recommendations to the National Institute of Education and to all other Federal agencies and private foundations that might pursue and support research and development in women's studies.

1. The need for future monographs. We recognize the importance of continuing the development of information about relatively unexplored aspects of women's studies. Among those aspects that need examination, the following are especially important:

   a. Graduate programs and graduate education in women's studies.

   b. Schools of education and women's studies activities.

   c. Women's studies in the elementary and secondary schools.

   d. Noncredit curriculum development in women's centers, continuing education for women, and community-based centers.

2. The need for a data base on women's studies. All eight monographs recommend the development of a data base on women's studies as a necessary prelude to research design and activity. Since women's studies has developed in different ways and at different rates on almost all campuses throughout the country, such a data base must be longitudinal in design. While we are recommending its development in higher education, such a data base eventually will need to be extended to all areas of education. We recommend that annual updates be built into the data base to ensure its proper maintenance and continued usefulness.

3. The qualifications of research personnel in women's studies. We believe that the distinctive and complex nature of women's studies, as well as the fact that it is still a developing field, makes it essential that researchers be thoroughly informed about

women's studies and be prepared to involve women's studies practitioners in every aspect of research design and process. We are hopeful that NIE and other Federal agencies, private foundations, and research institutions will place responsibility for research in women's studies in the hands of those experienced and knowledgeable about the area.

4. Considerations significant to evaluation research and methodology. We believe that the evaluation of women's studies in higher education will be an important activity of the coming decade. Such evaluation will serve the researcher interested in the processes of changing higher education, as well as those charged with administering institutions. Such evaluation should, on principle, also clearly serve the developmental needs of women's studies programs, engaging them in the design and processes of research, as well as in the determination of the uses to which research will be put. Evaluations should be conducted onsite, with the cooperation of program participants, and within a framework of longitudinal data about that program and others nationally. Researchers and evaluators should be sensitive to the work of the National Women's Studies Association in this regard, and its activities serving the needs of women's studies programs.

Detailed, further recommendations appear in each of the eight monographs.

We wish to express our appreciation to the National Institute of Education for pursuing this

research, and particularly to C.B. Crump, who directed the Women's Studies Planning Studies project.

Christine Bose
Kathryn Brooks
Margaret Eileenchild
Allana Elovson
Mareyjoyce Green
Blanche Glassman Hersh
Florence Howe
Paul Lauter
Elizabeth Ness Nelson
Nancy Porter
Janet Priest-Jones
Elaine Reuben
Mary Jo Strauss

SUMMARY

In Seven Years Later: Women's Studies Programs in 1976, Florence Howe (1977) recommended that research be done on the variety of ways in which women's studies programs could function as a catalyst for faculty development. Specifically, she noted that:

> ...private foundations continue to fund faculty development, though relatively little money goes to women's studies directly. Indeed, women's studies has only recently been perceived as contributing legitimately to the essential retooling of faculty.

This monograph examines the extent to which women's studies has been involved in faculty development activities. So as to obtain as wide an input as possible, a variety of sources were used, including Howe's observations, obtained in the course of the original study, and the faculty development literature published since 1975. Additionally, women's studies programs throughout the United States were contacted so as to obtain direct information on their faculty development activities.

Although women's studies programs were not mentioned in the literature on faculty development, reports from women's studies programs in the United States did reveal a variety of faculty development activities. Many programs have actually been involved in formal faculty development, and many indicated that the establishment of a women's studies program itself served an unintended faculty development function on campus. Women's studies programs have organized workshops and conferences covering a variety of topics, developed innovative instructional techniques, produced instructional aids to provide a women's perspective in the curricula, engaged in a variety

of research activities, organized consortia among colleges, and evolved new patterns of faculty governance. Clearly, women's studies programs have been involved in faculty development, even if they do not appear to have been a "catalyst" that has had an impact on the field of professional faculty development specialists.

Based on our examination of the faculty development literature and our review of faculty development activities within women's studies programs, we would like to make several recommendations. First, because women's studies programs have been involved in faculty development activities, even though faculty development specialists are not aware of it, it is important that systematic research be done on this involvement and that information on these activities be widely distributed. We propose that a computerized clearinghouse for women's studies activities in faculty development be established and that it make available in published form reports on the various types of activities.

Second, judging from the unintentional faculty development that appears to have taken place when programs were established, a perspective on women clearly is needed in many areas of the institution. Therefore, women's studies programs should be strongly urged to participate in faculty development endeavors as a means of continuing this expansion of knowledge.

Third, because the literature on faculty development shows little awareness of the variation in faculty and students by sex and ethnicity, faculty development programs should be encouraged to explicitly consider the needs of minority group members and women. This would include efforts to eliminate institutional racism and sexism on campus and to consider the special needs of women of all ethnic groups and minority group members of both sexes.

Finally, because faculty development is actually a process of adult socialization, more research is needed on the adult life changes that would affect the training and retraining of faculty and the ways in which faculty can adapt to the needs of adult students. Research in this area should be particularly cognizant of variation by sex and ethnicity and the question of cohort change.

Elizabeth Ness Nelson
Kathryn H. Brooks
California State University, Fresno

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1. INTRODUCTION

In Seven Years Later: Women's Studies Programs in 1976, Florence Howe (1977) recommended that research be done on the variety of ways in which women's studies programs could function as a catalyst for faculty development. Specifically, she noted that:

> ...private foundations continue to fund faculty development. though relatively little money goes to women's studies directly. Indeed, women's studies has only recently been perceived as contributing legitimately to the essential retooling of faculty.

This monograph examines the extent to which women's studies has been involved in faculty development activities. So as to obtain as wide an input as possible, a variety of sources were used. These include Howe's observations, obtained in the course of the original study, and the faculty development literature published since 1975. Additionally, women's studies programs throughout the United States were contacted so as to obtain direct information on their faculty development activities.

We began with a conceptualization of faculty development that considered faculty development to be any program, project, or planned activity intended to further faculty awareness of new developments in teaching, advising and counseling, research, professional and community service, and governance. This definition is similar to that used by the Presidential Task Force on Faculty Development at California State University, Fresno (1975). Although research on faculty development has used a variety of definitions, this list served as a useful enumeration of the kinds of activities involved in faculty development and was helpful in describing the faculty development functions we reviewed.

The project began with a review of published literature to determine the ways in which women or women's studies programs have been incorporated into the study of faculty development in higher education. We obtained references from a variety of sources, including the Education Index and various women's studies publications.

To obtain as complete information as possible, letters inquiring about faculty development efforts were sent to all the women's studies programs in the United States and to selected individuals well-known for their interest in women's studies. We also contacted the Center for Faculty Evaluation and Development in Higher Education at Kansas State University and The Women's Education Equity Communications Network (Far West Laboratory for Educational Research and Development).

The result of these efforts are described in the following two sections.

2. REVIEW OF THE FACULTY DEVELOPMENT LITERATURE SINCE 1975

We found a growing body of literature on faculty development, but it provided little evidence that women's studies programs have served as a catalyst in this area. In fact, the published reports on faculty development programs gave little indication that women's studies programs existed or that the researchers were aware that women were faculty members or students.

Perspectives of Published Materials

The writing on faculty development can be grouped into three perspectives: that which is concerned with raising the consciousness of faculty and administrators to the need for faculty development; that which reports on the operation of existing faculty development programs; and that which provides practical materials for actual use in faculty development programs.

One frequent type of published materials was intended to increase the awareness of administrators, faculty, and others to the need for faculty development in general and to the need for special emphases in faculty development programs. One such publication was Faculty Development in a Time of Retrenchment (1974), by the Group for Human Development in Higher Education, which also included suggestions for beginning faculty development programs. Richardson (1975) emphasized the need for staff development as an integral part of the total process of organizational development. Mathis (1976) described the need for a wide range of efforts for examining and improving the teaching/learning function, with an awareness that faculty have their own needs and values as well as consideration of the value commitments of the institution. Mullally and Duffy (1978) called for faculty-run, faculty-organized programs for the improvement of instruction.

Many of the published materials described existing programs in some detail, some providing a typology of programs. Gaff (1975) provided an overview of faculty development programs, distinguishing between faculty development, instructional development, and organizational development. Wegin (1976) described a 2-year faculty development program at a large urban university, including an evaluation of its effectiveness. Simerly (1977) wrote about the variety of approaches to faculty development, providing some detail from studies of each approach. Centra (1977a, 1977b, 1978) reported on descriptions of faculty development activities received from people at 756 colleges and universities who either directed the programs or were knowledgeable about them. And Kozma (1978) compared the participants in a faculty development program with a sample of nonparticipants.

Other writers have provided practical guidelines for the establishment of faculty development programs or specific materials to be used in faculty development. For example, Gaff (1975) included information on existing programs. Bergquist and Phillips (1975) provided aids for those already involved in faculty development, including materials to be used in workshops and faculty development centers.

Some writers addressed a combination of these concerns. One of these was Gaff (1975), who not only described what was actually being done in colleges and universities, but also presented a broader conceptualization of faculty development by distinguishing between faculty development, instructional development, and organizational development. His report included both an overview of existing programs and specific recommendations for the implementation of programs.

Relationship Between Women's Studies and Faculty Development

Because women's studies programs and faculty development evolved in higher education during the

same time period (the early 1970s), one might expect to find some interrelationship between the two. After reviewing the published literature, we concluded that the growing body of written material showed little evidence that women's studies programs existed or had served as a catalyst for faculty development.

Although Howe (1977) stated that women's studies had only recently been perceived as contributing legitimately to the retooling of faculty, the relationship between women's studies and faculty development was not at all apparent in the faculty development literature. Rather, it appeared that researchers were not even aware that women made up a substantial minority of faculty members or constituted close to one-half of the student populations at most colleges and universities.

None of the writings reviewed mentioned women in any serious way. For example, one of the most well-known books on faculty development, Toward Faculty Renewal (Gaff, 1975), made no mention of women either as faculty or as students. There was no mention of women among the new clientele for whom faculty must alter their teaching practices, even though ethnic minorities, first-generation college students, and adults were mentioned as new groups of students whose needs must be considered in the development of programs for faculty renewal. There was no indication that half or more of this new clientele, as well as half or more of the more traditional students, are women whose needs might be different from those of the usual young, male, middle-class students.

Most descriptions of the faculty to be changed by faculty development programs described middle-aged professors who had begun their academic careers early in life and had gradually become set in their ways. No sex was specified, but almost all of the reports used the generic "he" to refer to professors in the third person singular. Presumably, this characterization included female faculty, but when examples were

given, they were often specifically male, and differences for female faculty were not acknowledged. There was no consideration of the presence of females in the traditionally female departments, such as home economics or women's physical education, or of the increase of women in traditionally male fields.

Thus, we found very little evidence in the published literature that women's studies has served as a catalyst for faculty development. Indications that women's studies has, in fact, been involved in faculty development does come, however, from the responses to our request for information from the women's studies programs, as reported in the following section.

3. FACULTY DEVELOPMENT ACTIVITIES OF WOMEN'S STUDIES PROGRAMS

Evidence that women's studies programs have served as a catalyst for faculty development comes from the responses to our request for faculty development information directly from women's studies programs throughout the United States. These programs responded generously with descriptions of their faculty development activities, and reported a variety of activities.*

Analysis of the written descriptions resulted in the identification of two processes of faculty development -- intentional and unintentional. In many institutions, the establishment of a women's studies program itself served an unplanned faculty development function, with the initiation of such a program frequently being accompanied by considerable change in the faculty on campus. Perhaps the best description of this situation comes from San Diego State University:

> In response to your inquiry about participation of Women's Studies faculty in general faculty development, I would first state that this is very difficult to assess. Our very presence on campus facilitates interaction with faculty which contributes to their awareness of Women's Studies issues and materials. All Women's Studies faculty are exemplars and missionaries; and since we are

*A summary of these activities is provided in the appendix to this monograph, which lists the programs responding to our request for information and provides a checklist of the activities mentioned by each. This is not an exhaustive list of faculty development activities, but rather includes only those spontaneously listed in response to our request.

also active in campus affairs and university committees beyond all reasonable expectations, we exert continuing influence in a variety of ways and places.

The descriptions also indicated the involvement of some programs in formal faculty development activities of various types, including workshops, symposia, and conferences. Some of these were intended to be faculty development activities, while others had an indirect impact on faculty. Women's studies programs also reported being involved in initiating a variety of innovative instructional techniques, in developing instructional aids, in disseminating research activities, in organizing consortia among campuses, and in changing faculty governance patterns.

Establishment of Women's Studies Programs

From campuses with inaugural programs to institutions with established women's studies programs and sophisticated (and funded) "faculty development" programs, it was noted that the establishment of the women's studies program itself served as faculty development for both those faculty involved in the program and other faculty on campus. The faculty members involved in the program often had been trained in traditional disciplines with little acknowledgment of the role of women. These faculty, often women, were confronted for the first time with the need to consider women in their teaching or research, and did considerable retooling to begin teaching women's studies courses. For example, Moorhead State University in Minnesota first offered women studies classes in 1971. Currently, faculty members lecture in beginning women's studies classes about the changes that have occurred in their disciplines as a result of the establishment of women's studies.

Many programs simply listed courses that they teach as evidence of their involvement in faculty development. Some listed a few courses, others

indicated considerable breadth and opportunities for specialization in their course offerings. The process of establishing certificate or minor programs, or in some cases majors or graduate degrees in women's studies, were also described as having been a time of faculty development. California State College, Sonoma stated that: "Major faculty development activity is departmental (rather than women's faculty) sponsorship of all our women's studies student-taught courses."

The issues raised when a women's studies program is established also heighten the awareness of the administration and faculty governance organizations to issues of tenure, promotion, leadership, and administrative opportunities for existing and future women faculty members. If the process of program establishment meets with hostility, the pressures exerted and issues discussed during the process have, in one sense, served as a catalyst for faculty development. As one program put it: "The vast majority of our female faculty (and a sizeable number of the males too) have, because of the publicity and the administrative position, committed themselves openly to anti-sexist, if not feminist, principles."

In the general response by programs, this area was mentioned explicitly or alluded to most frequently. It is likely that many programs experienced this as they fought for recognition as a campus entity, but they did not include it in their responses because it did not come to mind as faculty development per se. An example of this is shown in this letter.

> Nassau Community College...does not have an official women's studies department. It does however, offer the following elective courses...Lacking such a department, the Women's Faculty Association has designated a person to receive, coordinate and distribute all Women's Studies information. This same association, in tandem with other campus committees, centers and endeavors, actively

works to achieve awareness. At other times, women's issues achieve campus and community awareness through the individual efforts of faculty members who are, incidently, members of WFA.

Similarly, the establishment of a women's center on campus may affect the faculty. For example, the Women's Center at the College of Marin noted:

> Many of the classes that have come to fruition through the credit program and continuing education have started through activities sponsored by the students, faculty and staff who are associated with the center.

Women's studies programs continue to initiate new courses. Since the development of enriched teaching capacities and courses has been considered to be a crucial part of faculty development, clearly women's studies programs have been actively involved in the development of faculty. For example, the University of Missouri in Columbia indicated: "The UMC Women's Studies Committee...has for the past two years been allotted a limited sum for the development of several new undergraduate courses relating to women's studies." State University College at Buffalo spoke of their involvement: "We also help to initiate new women's studies courses -- both for traditional and Continuing Education students -- and actively support the approval of women's studies courses and programs proposed by other faculty members." University of Massachusetts, Boston, was representative of many programs in writing of encouraging new courses as well as integrating materials on women into the existing curriculum.

An interesting comment was in a response by a program awaiting official approval. It was noted:

> Since we have no formal program in women's studies, our development activities have

> been directed toward the departments and toward individual faculty members. We have urged, cajoled, and embarrassed individual departments to offer courses focusing on women. For the most part, faculty interest has been available...what was needed was departmental approval or release time for such courses to be offered.

Northern Kentucky University summarized it best by saying:

> Without formally being a part of the Faculty Development Program, the Women's Studies Program by its nature has made it necessary for faculty members to create new courses. As a result of creating new courses, they have sharpened their skills and ventured into new areas so faculty development would be a by-product of the Women's Studies Program.

Formal Faculty Development

Many women's studies programs have been involved in formal programs of faculty development compensated by release time or grant money. This involvement encompasses a variety of activities aimed at training or retraining faculty, developing materials for new courses, and providing other forms of faculty development.

Florence Howe spent the 1978-79 year visiting various colleges in the Great Lakes Colleges Association, giving workshops and conferences and working on curriculum development and other issues in women's studies. The Wellesley College Center for Research on Women has worked with Wellesley College and the

Higher Education Resource Services on innovative curriculum projects in higher education. The project was described as follows:

> This program aims to balance the views in current curricula of women's and men's roles, by encouraging faculty to bring materials on women into their regular academic programs. Grants are awarded to faculty at Wellesley and other New England colleges for up to one semester of leave time for research and curriculum development on issues concerning women. Major criteria for selection of program participants are relevance to the goal of balancing the undergraduate curriculum and the likelihood that the project will be able to significantly affect the curriculum in the applicant's institution. In addition, the program provides an interdisciplinary monthly seminar for grantees and invited area scholars on a theme relevant to grantees' research interests; this year's seminar will focus on women's networks...The Center is entering its third year of this program, funded by the Andrew W. Mellon Foundation. Grants are awarded by a committee composed of Wellesley faculty and Boston area scholars, coordinated by the Center.

Several campuses reported having or applying for various types of grants for the development of new courses or other forms of faculty development. Only a few examples are given here. For one, the University of Missouri-Columbia Women's Studies Committee, an interdepartmental committee comprised of faculty and students, has for the past 2 years been allotted a limited sum for the development of several new undergraduate courses related to women's studies. In the fall of 1978, these included "Language and Women's Place," "Women's Studies in the Library," "Psycho-biology for Women," "Male and Female," and "Images of Women in Literature."

California State University, Northridge cosponsored (with the Institute for the Advancement of Teaching and Learning, the faculty development unit on campus) a Women's Studies Symposium/Workshop. Partial funding for this came from the Instructional Improvement Projects Grant, California State Universities and Colleges. Northeastern Illinois University has been involved with a successful faculty development program on campus, the Kellogg Faculty Fellowship Program, which initially was sponsored by the Kellogg Foundation but is now operated by the university. Women's studies is one of the areas of nontraditional education involved in this project. Women's studies people have received released time to develop courses, and non-women's studies faculty have been encouraged to consider women in the faculty development efforts.

At Bowling Green State University, a Faculty Development Subcommittee of the Women's Studies Program Committee works to aid faculty in exploring new research ideas and gain grant funding for research projects. California State University, Hayward has a Pilot Project Grant for Instructional Innovation from the Chancellor's Office to aid faculty in incorporating more women's studies material into the regular curriculum. Vassar College Women's Studies Program was hopeful that it would be able to have a part of the Paul Mellon Grant for faculty development on campus. They plan to use the award to draw up new courses. And the Office of Women's Studies at the University of Cincinnati reported working on a grant program for faculty development that would involve a summer stipend for faculty who teach introductory courses in the traditional disciplines. The stipend would be to aid them in incorporating women's studies materials into the courses.

Workshops, Symposia, and Conferences

A characteristic of women's studies programs that clearly appears in the program responses is that they generate a variety of workshops, symposia, and

colloquia. Not intended solely as faculty development, these activities incorporate a broad outreach that includes faculty, administrators, students, university staff, community leaders, public school teachers, and other interested community participants. The workshops cover a variety of topics and activities and may range in form from a single presentation on a timely subject to extensive programs lasting over a period of time.

Some workshops/conferences originally were intended to be community outreach, but have also served as faculty development. For example, Sarah Lawrence College reports:

> Sarah Lawrence sponsored a month-long women's festival, "Women Experiment in the Living Arts,"...presented a five-part lecture series...entitled "Women in the Arts: Women's Studies"...and co-sponsored with Marymount College, Westchester Community College, Pace and Westchester chapters of NOW a weekend entitled "Focus on Women."

Similarly, California State University, Fresno, originally conceived of its "Women's Forum" as community/faculty/student outreach, but after the initial series a significant amount of faculty development activities were noted. The University of Arizona used cosponsorship of conferences with traditional academic departments as a means of faculty development. Intended for specific segments of the greater Tucson community, these conferences represented such topics as "Interdisciplinary Research Conference on Menopause," "Regenerating the Workforce: A Modern View of an Old Principle," "Equal Opportunities at the Old and New Frontiers," and "Equality Then and Now."

Some programs reported on activities designed specifically for faculty. For example, Northeastern's

Feminist Study Group meets at lunchtime, and functions as a faculty colloquium reading and discussing various women-oriented issues. The University of California at Berkeley sponsored a forum on "The Advancement of Women Scholars and Feminist Scholarship" for women and men interested in the advancement of women on the Berkeley campus. Lower Columbia College (Longview, Washington) submitted information on their "Women in Education Workshop," in which the ways men and women behave differently in the classroom and the ways faculty treat the work of men and women students were among the subjects discussed with faculty participants.

The areas covered in workshops included an array of subjects ranging from women in business to witches, and encompassed a variety of units on campus -- education, sociology, psychology, history, counseling, etc. The State University College at Buffalo, St. Cloud State University (Minnesota), Cornell University, Kansas State University, Florida State University, the Great Lakes Colleges Association, the University of New Mexico, and Eastern Michigan University all mentioned series in which the women's studies programs had initiated, either singularly or with others, workshops that resulted in faculty participation in faculty development.

Experimental/Innovative Instruction

Women's studies has been, of necessity, a multidisciplinary program. The study of women and the contributions of women to academic disciplines encompasses almost all units of a university and can include such topics as the biology, psychology, and sociology of women; women as they have been portrayed in art, literature, and the mass media; and women in sports, science, and mathematics.

Women's studies programs recognized early that the traditional lecture-discussion format was not always adequate for providing the new perspectives on

women. Team teaching, joint appointments, visiting scholars, and other innovative techniques used in traditional academic disciplines were seen as necessary to satisfy the variety of needs in teaching women's studies.

Team teaching, in which people on campus cooperate to provide information from their respective disciplines, has become a common way to deal with the necessity of teaching diverse content and the scarcity of resources available to many women's studies programs. Introductory women's studies courses often have a multidisciplinary emphasis, and team teaching permits students to enrich their knowledge by contact with experts in a variety of fields. Team teaching is also used in seminars and advanced women's studies courses.

Women's studies programs have used joint appointments -- under which an individual is hired to teach both courses in a traditional academic discipline and courses in the multidisciplinary women's studies program -- as innovative instruction. The joint appointee serves important needs in both areas, and also often serves as a faculty development resource both for members of the academic department and for women's studies faculty. Thus, the joint appointee brings a women's perspective to the department that other faculty can integrate into their courses, and brings the expertise of her academic discipline to the women's studies program.

Similarly, visiting scholars have been used to meet temporarily the needs of women's studies and other academic departments that cannot be met by local faculty personnel. For example, the Great Lakes Colleges Association reports:

> This year, GLCA has been able to appoint a Visiting Scholar in Women's Studies. Professor Florence Howe is visiting the member campuses to talk with faculty and

students about curriculum development and other issues in women's studies, assisting with the conference and workshops, and working with the Women's Studies Committee. She is helping in the development of guidelines for a women's studies major which would be appropriate to the philosophies and resources of the GLCA colleges. These guidelines will propose combining vigorous academic work with the development of life planning and marketable career skills.

The visiting scholar not only provides important teaching and learning experiences to students and faculty during the term of the appointment, but her influence continues to local faculty even after she leaves the campus.

Women's studies faculty have also developed innovative teaching techniques. For example, at the University of Tennessee, Knoxville, the women's studies program reported that Dr. Sharon Lord had developed a "Feminist Teaching/Learning" model that she successfully employed in her courses. Presentations on the model have been given on campus and at professional meetings, and several faculty are seriously considering ways to utilize some of the ideas.

Development of Instructional Aids

Early in the history of women's studies programs it became apparent that there was an urgent need to develop curricular materials specifically for women's studies classes. In many cases, these materials have been incorporated into regular use by all faculty. Resources for developing such materials have come from a variety of sources, including faculty development funding from individual campuses or systems and national or public funding, such as that from the Women's Educational Equity Act, the Fund for the Improvement of Postsecondary Education, the National Institute of Education, and others.

Some programs have created general materials that can be put to a variety of uses. For example, the University of North Carolina (Chapel Hill) developed a three-screen sound/slide presentation giving the rationale for a women's studies program. The presentation, entitled "Women and the University," examines social changes in American society, changes in the university in the treatment of women as students, as faculty, and as subject matter, and women's studies.

Several other institutions have developed teaching aids. For example, at California State University, Chico, the coordinator of women's studies received funding from the Instructional Improvement Projects Grant of the California State Universities and Colleges to produce three video tapes about women's concerns in the family, health, and careers. At Moorhead State University in Minnesota, the students developed a slide/sound presentation on "Prairie Women" for wide faculty use, and another presentation is currently being developed for public television on "Indian Women of the Red River Valley." A faculty member involved in the Women's Studies Program at California State University, Fresno developed an introductory course on "Women in Literature" for television use.

Books have been the byproduct of faculty members' involvement in women's studies at Eastern Michigan University and at California State University, Sonoma. At Eastern Michigan, 10 members of the Women's Studies faculty wrote a textbook, The American Woman, for the introductory course. At Sonoma State, J.J. Wilson and Karen Petersen wrote Women and Art, which was conceived as a part of and emerged directly from courses they developed in the women's studies curriculum.

Bibliographies to facilitate finding resource material, published either for specific campus use or for wide distribution, also represent an aspect of faculty development for some programs. UCLA has

published a Guide to Social Science Resources in Women's Studies, edited by Oakes and Sheldon, which is intended to assist researchers, students, and faculty in using and incorporating women's studies materials. The University of Hawaii at Manoa is among those programs publishing a journal, The Women's Studies Program Working Paper Series. Also in this category is Frontiers: A Journal of Women's Studies, published by the University of Colorado Women's Studies Program.

Printed information, brochures, and newsletters represent another area of instructional aids that could be loosely defined as faculty development. Although development of a brochure to advertise women's studies program offerings is typical of many programs, some programs specifically mentioned that their brochure served as a tool for faculty development at their institution. Pomona College, in its attempt to increase faculty awareness of new developments in teaching and research, sent all faculty its extensive description of courses relating to women's studies; this listed all courses in the Claremont Colleges that have as their organizational focus women, men, and/or sex roles. The Center for Women and Religion of the Graduate Theological Union used its newsletter to make available to the faculty the proceedings from its first national consultation on "Women's Studies in Theological Education." And the Great Lakes Colleges Association Women's Studies Program used its Faculty Newsletter as an introduction to what GLCA is and does -- a look at current activities and plans for the future: faculty development events, women's studies program, off-campus study opportunities, and other cooperative activities.

Several programs mentioned the development of library resources in terms of their involvement in faculty development. Pomona College noted that their coordinating committee had been working toward improving library resources and widening knowledge among faculty of the holdings in women's studies now available in the library.

Research Presentations

Women's studies programs have been involved in a variety of research projects, and research results are often presented in a variety of settings that serve a faculty development function by increasing faculty knowledge of recent developments. For example, Douglass College of Rutgers reported that research is made possible by a seed money grant from the Rutgers University Board of Governors and that the Eagleton Institute is doing research on women and politics. Bowling Green State University described how the Faculty Development Subcommittee works to aid faculty in exploring new research ideas and obtaining funding for research.

Eastern Michigan University, Ypsilanti has a regular series in which faculty report on their own research in sessions open to the whole campus. The University of Minnesota, Twin Cities holds brown bag seminars that provide a forum for faculty research, and a Feminist Scholar Colloquium meets twice weekly to discuss feminist research. Similarly, Sagamon State University has a feminist scholarship lecture at noon, in addition to a brown bag series, and the University of Cincinnati uses a brown bag lunch series as a setting for the faculty and graduate students to discuss their research.

Hofstra is in the process of setting up a cooperative scholarly relationship between faculty and selected public school teachers. The Intercollegiate Women's Studies Field Committee of the Claremont Colleges holds a women's studies colloquium series in which a variety of researchers discuss their work. Kansas State University reports that a professor presently on leave will return to campus to discuss her current research, and that a women's studies study group meets regularly. And at Occidental College, a weekly seminar is held in which a speaker presents ideas and discusses them with the participants.

Establishment of Consortia

In some cases, colleges in the same geographic area have formed consortia as a means of sharing women's studies resources. There are many different models in the consortia approach, including programs that share faculty, speakers, or resources among member campuses. The communication and publicity necessary to generate the original consortium often has served as faculty development in ways similar to the establishment of programs. The primary goals of consortia have been to meet the needs of women students and women faculty and to expand instructional material about women.

Concerning the consortia approach, the Great Lakes Colleges Association Women's Studies Program noted:

> Today women represent at least half of most college student bodies, yet little in the curriculum reflects the rapidly expanding body of scholarship about women. Faculty and administrators (predominantly male) are inadequately informed and trained to teach, advise, or shape policies responsive to women's educational needs. The problems loom especially large for the small liberal arts college with few women faculty members and little budget flexibility. To deal with these problems at its twelve member colleges, the Great Lakes Colleges Association created the GLCA Women's Studies Program, launched in 1977 with a two-year grant from the Fund for the Improvement of Postsecondary Education.

Bowling Green State University and Moorehead State University (Minnesota) were also among those involved in consortia activities.

Innovations in Governance Structures

Some programs have affected the governance structure of universities by actively working for new opportunities for women in the governance of institutions. For example, Wichita State University reported:

> DELTA (Design for Leadership, Training, Attitudes) funded from 1976-78 by WEEA, a program of HEW...The primary purpose of the project was to facilitate the entry and mobility of women in positions of leadership and decision making in higher education...Women faculty members and administrators attended workshops, presentations of nationally-known speakers and other sessions devoted to national and local issues for women in higher education...Male faculty members and administrators were also involved in many of the DELTA programs.

Women's studies programs have sometimes been agents of faculty development in their effect on patterns of faculty governance. Women's studies programs often are intentionally nonhierarchical, although they usually have to operate through channels in a university organized along bureaucratic lines. The women's studies program usually makes decisions on a cooperative, consensual basis, including junior faculty in this process, and the coordinator/director reflects the position of the group rather than making decisions for the group. Students also are often permitted to provide input or involve themselves in decisionmaking for the program.

At times, less bureaucratic patterns of decisionmaking are seen to have spread from women's studies programs to other units on campus in situations where cooperation seems more effective than a division of labor with strict lines of authority. These patterns of collective decisionmaking, characteristic of

women's programs, are, in effect, a return to the concept of the university as a community of scholars rather than as a strictly bureaucratic institution.

4. RECOMMENDATIONS FOR FURTHER DEVELOPMENT OF WOMEN'S STUDIES AS A CATALYST FOR FACULTY DEVELOPMENT

On the basis of our examination of the faculty development literature and the reports of faculty development activities from women's studies programs throughout the Nation, we would like to make several recommendations.

- First, because women's studies programs have been involved in faculty development -- even though faculty development specialists have not been aware of it -- it is important that systematic research on this involvement be done. The information on these activities should then be widely distributed, possibly through a computerized clearinghouse for women's studies activities in faculty development.

- Second, judging from the unintentional faculty development that appears to have taken place when women's studies programs were established, a perspective on women clearly is needed in many areas of the institution. Therefore, women's studies programs should be strongly urged to participate in faculty development endeavors as a means of continuing this expansion of knowledge.

- Third, because the literature on faculty development shows little awareness of the variation in faculty and students by sex and ethnicity, faculty development programs should be encouraged to explicitly consider the needs of minority group members and women. This would include efforts to eliminate institutional racism and sexism on campus.

- Fourth, because faculty development is actually a process of adult socialization, more research is needed on the adult life changes that affect the training and retraining of faculty and on the ways in which faculty can adapt to the needs of adult students. This research should be particularly cognizant of variations by sex and ethnicity, and should address the question of cohort change.

The following paragraphs provide amplification on these recommendations.

Research on Women's Studies and Faculty Development

It is clear that women's studies programs throughout the country have been involved in a variety of faculty development activities, even though faculty development specialists may not be aware of this. Accurate information on the faculty development activities of women's studies programs is of prime importance to faculty development planners and to others interested in women's studies as an innovative educational process. We would therefore recommend that systematic research be done on faculty development and women's studies.*

Specifically, what is needed now is a systematic survey in which each women's studies program is asked about specific faculty development activities. In the survey, the categories of faculty development identified in this planning study could be expanded and used as specific questions.

Once the data are gathered, they should be maintained as a computerized data base that could be

*A study on the faculty development activities of ethnic studies programs would be a logical parallel to this effort.

updated regularly. Additionally, a clearinghouse on women's studies faculty development could be established to serve both women's studies programs interested in faculty development and faculty development planners interested in including the growing resources from women's studies in faculty development programs. The clearinghouse could make information available in the form of written reports, and a computerized data base could provide particular details as the need arises.

Encouragement of Women's Studies Involvement In Faculty Development

The reports from women's studies programs demonstrated that simply establishing a women's studies program on campus had faculty development consequences. Given this, we strongly recommend that women's studies programs be encouraged to expand their role in local faculty development efforts.

Gaff defined faculty development as "enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of faculty members, particularly in their roles as instructors." He defined instructional development, which he considers to be one part of faculty development, as "the systematic and continuous application of learning principles and educational technology to develop the most effective and efficient learning experiences for students." Women's studies does just that!

Because so little was actually known about women, their needs, and their contributions in the early 1970s, the impact of women's studies on faculties was explosive. Women's studies was more than an administrative phenomenon; it became a discipline with content and innovative instructional techniques. Thus, without realizing it, women's studies became a faculty developer.

This process continues, in fact grows, in importance. Women's studies programs continue to bring those perspectives, content, and techniques to the academic institution. Innovative teaching techniques evolving from women's studies courses can continue to find a variety of applications throughout the university. Most academic disciplines have only recently begun to include the systematic study of women in their classes and research. The perspectives that the women's studies program brings to the institution are necessary, not only in traditional academic departments, but in all the areas of the campus that cope with women students and their changing roles and demands. Because women's studies programs have been adapting to the needs of adult women students, information that has been developed in establishing women's re-entry programs can be used with benefit in other areas of the campus. Sociologists, psychologists, and educators who specialize in the needs of women and minority men and women through their work in women's studies likewise might provide information and direction for the campus as a whole.

Thus, we feel that there is a continuing need for women's studies to participate in and initiate new efforts in faculty development. In a systematic, planned effort at faculty development, women's studies can exercise leadership in facilitating the personal growth of faculty members and can enhance the educational technology of an institution.

Consideration of Needs of Women and Minority Faculty

Most writing on faculty development assumes white, male, middle-class professors. Yet women and minority males do constitute a small proportion of existing faculty, and commitment to equality in our society should lead to a careful consideration of their needs. Minority or women faculty share some needs similar to those of more traditional faculty, but they have other needs that should be explicitly considered in faculty development programs.

One of the most critical needs of women and minority faculty is for techniques to eliminate or at least minimize institutional racism and sexism in academia. Even where there is no conscious prejudice or intentional discrimination, the structure of the university as an organization can work to the disadvantage of women of all ethnic groups and/or minority group members of both sexes.

Traditional practices on college and university campuses may result in inequity as conditions change and practices do not adapt. Two examples illustrate this. First, in a time of declining enrollment at colleges and universities, the traditional way of reducing faculty based on seniority means that recently hired women or minority group faculty who were excluded in the past by overt discrimination now have the least seniority and are the most likely to be laid off. Second, the traditional means of evaluating professors for retention, tenure, or promotion emphasizes teaching and research in traditional academic disciplines. Since the study of women or the study of minority groups from the perspective of the group itself is relatively new to academic disciplines, faculty who specialize in these areas often cannot be fairly evaluated by traditional standards.

Systematic research is needed to determine the specific needs of women and minority faculty. The paragraphs below, which are based on our discussions with women and minority faculty, offer a starting point for this research.

Needs of Women Faculty

Women faculty often have different career patterns than men and may have different faculty development needs. Although women often follow the usual pattern of graduate training after undergraduate education, first job as an assistant professor in one's late twenties, and the like, many women enter

academic training and/or begin professional careers at later points in their lives. For women, child rearing often precedes or interrupts professional education or occupational careers, resulting in different faculty development needs than those of men or of women who follow the traditional pattern. These needs may include official sanction of flexibility in academic career patterns facilitated by re-entry services for interrupted careers and support services for part-time careers.

Such services are needed by women now, but making them part of established faculty development services would benefit both men and women in the future. That is, providing the opportunity for males and females to vary the pattern of their academic careers would provide flexibility to the university when steady-state or declining enrollments make staffing flexibility a problem for administrators.

Needs of Minority Faculty

Faculty members of both sexes who are members of ethnic minority groups often hold quite different positions from those of the rest of the faculty. These differences have important implications for the planning of faculty development programs, and point to the need for research to identify the needs of minority faculty. We provide only a few examples here.

At present, minority faculty are quite few in number on most university campuses. The whole range of activities that universities would like to offer for minority students or to raise the awareness of nonminorities to the situation thus falls to a rather small number of individuals, making it unlikely that there will be enough people to cover all the areas in which minority input is desired. In addition, minorities often are not adequately portrayed in the books and other teaching materials used in college classes. Minority faculty frequently spend much of their time

developing new materials for their own courses, making these available to others as well. This often is not encouraged or rewarded by the traditional means of evaluating faculty for tenure or promotion.

By including in faculty development programs methods by which women and minority faculty of both sexes can overcome the barriers inherent in their situation, we can help that faculty member work toward her/his potential within the academic institution. Research from women's studies and ethnic studies can lend faculty development the tools with which to expand awareness of the variation in needs of all faculty members.

Research on Adult Life Change

Faculty development is actually a process of adult socialization. To develop techniques for training professors to meet changes in the student population, adapt to new teaching techniques, and learn new developments in the curricula, planners of faculty development programs will need to know more about the basic changes in adult life. And to make this possible, further research on adult life change is needed. Such studies must be thorough enough to reflect the complexity of contemporary life, including males and females, minority group members as well as whites, and both recently trained and more established faculty.

Although theories of personality often have assumed that the experiences of childhood are the most influential in human life, there has been increasing emphasis on the importance of changes in adulthood. At present, interest in the entire life cycle is found in theories that attempt to identify a series of stages through which adults pass. Levinson (1974) and others have studied adults and identified a series of developmental stages. Gould (1972) looked at patterns of adult female development, and Sheehy (1977) added interviews with women and examples from her own

experiences to her summary of this type of research. But most such studies have involved males only. Future research must consider similarities and differences by sex.

Hodgkinson (1974) began to explore the implications of this research for the planning of faculty development programs. With more detailed work on the basic processes of adult life, faculty development planners can adapt their programs to the needs and abilities of the faculty as adults in the process of life cycle change.

Since women's studies programs have been adapting to the needs of adult women students, the information that has been used to establish women's re-entry programs and other services to older adults at colleges can probably be used with benefit here. Sociologists, psychologists, and educators who have had experience with special programs to meet women's and minority students' needs might provide valuable input in this research.

The fact that contemporary society has been changing very rapidly over time also presents important challenges for researchers of adult life and planners of adult life change. Since people live their lives in a complex, rapidly changing society, it is important to consider the extent to which the developmental stages of life outlined in this type of research were influenced by historical and social events unique to the time period being studied. On this point, Abeles and Riley (1976-77) warn that a set of stages derived from the study of adult life might, in fact, be unique to the cohort of individuals being studied. Thus, any faculty development program set up to meet the needs of professors at a certain point in time must be aware of the possibility that those programs meet the needs of individuals who experienced social and historical events at a particular stage in their life cycles and might not be relevant to future groups of faculty.

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APPENDIX: FACULTY DEVELOPMENT ACTIVITIES BY INSTITUTION

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
Alverno College (Wisconsin)	X	X													
Arizona, University of		X	X	X	X	X	X								
Bowling Green State University	X														X
Buffalo, State University College	X	X	X	X			X							X	
Cal. State Univ., Chico			X	X								X			
Cal. State Univ., Fresno		X	X	X		X									
Cal. State Univ., Hayward	X														
Cal. State Univ., Humboldt		X												X	
Cal. State Univ., Northridge	X														
Cal. State Univ., Sonoma		X										X	X		

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
California, U. of, Berkeley				X											
California, U. of, L.A.		X							X			X			
California, U. of, Santa Barbara		X													
Cincinnati, Univ. of								X							
Clark College (Washington)				X											
Cornell University		X		X		X									
Delaware, Univ. of							X								
Eastern Michigan University		X			X			X				X			X
Florida State University		X			X									X	
Florida, Univ. of		X													

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
Goddard/Cambridge (Program in Social Change)		X													
Graduate Theological Union Center for Women and Religion		X	X	X				X	X		X	X		X	
Great Lakes College Association	X		X	X	X	X					X			X	X
Hawaii, University of		X										X			
Hofstra University		X													
Illinois, Univ. of (Urbana-Champaign)		X							X						
Kansas State University		X												X	
Lake Forest College									X						X
Long Island Univ.		X													
Lower Columbia College (Washington)	X														

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
College of Marin - Women's Center		X													
Massachusetts, Univ. of (Boston)		X										X			
Minnesota, Univ. of (Twin Cities)			X	X	X	X		X							
Missouri, Univ. of (Columbia)		X													
Moorhead State Univ.		X				X						X			X
Nassau Community College		X				X									
New Mexico - Univ. of		X		X		X									
New York - State Univ. of (Albany)		X				X								X	
New York, St. Univ., Col. at Brockport		X													
North Carolina - Univ. of			X									X			

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
Northern Colorado - Univ. of		X			X	X									
Northern Kentucky University		X	X												
Northeastern Illinois Univ.	X						X								
Northwestern University		X						X						X	
Occidental College	X	X													
Oklahoma, Univ. of	X														
Old Dominion Univ., Norfork Va.		X	X	X								X			
Pitzer College (Claremont)		X		X											
Pomona College (Claremont)		X		X							X	X			
Pittsburgh - Univ. of	X			X											

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
Portland State Univ.	X	X							X						
Rider College (New Jersey)		X													
Rutgers University (Douglass College)	X						X								
St. Cloud University (Minn.)		X		X											
Cal. State Univ., San Diego	X		X	X		X				X		X			
Sangamon State Univ. (Illinois)	X						X								
Sarah Lawrence College		X	X	X					X			X			
Scarritt College (Tennessee)									X		X				X
South Florida, Univ. of		X								X		X			
Southern Calif., Univ. of	X	X		X				X	X						

APPENDIX (continued)

INSTITUTION	Formal Faculty Development	Develop Courses	Symposia: Campus	Symposia: Community	Workshops: Campus	Workshops: Community	Research Seminars: Faculty Only	Research Seminars: Faculty & Students	Brochures	Joint Appointments	Visiting Scholars	Instructional Aids	Experimental or Innovative Instruction	Newsletters	Consortia
Tennessee, Univ. of (Knoxville)		X		X		X									
Vassar College	X	X													
Wellesley College	X				X			X							
Wichita State University					X		X								
Women's Studies College (Buffalo)		X													